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Role Play as a Way of Displaying the World in Preschool Age

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Abstract:

This article discusses various approaches to understanding the game from the point of view of Western and domestic psychologists. It is noted that there are games where there is no role, but there is an imaginary situation in which the child acts "not from a thing, but from a thought." The author expands the concept of the game and introduces various types of visual games into it.

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One of the features of the role-playing game is the adoption by children of the role of adults. Therefore, children are interested in other aspects of the surrounding reality than in the plot-representative game. First, children are interested in the actions that adults perform, and then - the relationship and communication of people.

In the role-playing game, children are well formed objective ways of solving game problems. Playing activities with toys are becoming more and more diverse. If children cannot find the right toy to solve the game problem, or they need some unusual item in the game, then they easily use substitute items. Moreover, both familiar and new items can be taken as substitutes. As necessary, children include imaginary objects in games, and sometimes they replace missing objects or unfulfilled actions with a word.

Thus, in the role-playing game, children easily vary the objective methods of solving game problems mastered at the previous stage of the development of the game. Children develop emotional expressiveness of movement, gestures, facial expressions.

Role-playing actions in games are accompanied by role-playing statements, with the help of which the child turns to a toy partner, to an imaginary interlocutor, to an adult, to a peer.

Gradually, from role-playing statements, children move on to a conversation; it differs in that the players exchange phrases that are logically related in content. First, role-playing conversation occurs at

the initiative of an adult. Having gained the experience of communication, the children are included in the role-playing conversation with each other. With the enrichment of the life experience of children, the conversation becomes more diverse and longer. But in practice, there is such a detrimental trend: the older children become, the less they talk in the game or their communication remains at a primitive level. The reason for this is that children sometimes do not know what to talk about, therefore, during the formation of a role-playing conversation, it is imperative to demonstrate the interaction and communication of adults.

So, the role-playing game is different in that children develop role-playing ways of solving game problems.

In a role-playing game, children interact with adults and peers. This becomes possible, as children already know how to independently set game tasks. It is much more difficult for players to accept game tasks set by their peers. The inability of children to accept game tasks often leads to conflicts.

With the enrichment of the gaming experience, the duration of interaction increases. First, the players enter into a short-term interaction, then it becomes longer.

In a role-playing game, children become more independent, they come up with what they will play, that is, they determine the idea. For its implementation, various game tasks are independently set. In practice, sometimes even in older groups, educators turn to children with suggestions: "Let's play ...". This indicates either that children did not develop independence even at an early preschool age, and therefore they need help, or that teachers do not set themselves the task of developing independence in the pupils in the game.

In addition, children can independently choose subject and role-playing ways to display the environment in the game. They themselves select the necessary toys, if some object is required that is not there, then they easily use substitute objects or imaginary objects to replace it. The traditional plot design, when all the play material, for example, for playing in the hospital, is concentrated in one place, does not contribute to the development of independence in children in choosing subject methods, since all the toys have already been prepared in advance.

Having accepted the role, the children themselves come up with what can be said on behalf of the person whose role they perform, what means of expression to use in order to be like him, that is, they independently choose role-playing ways to display the environment. Children should be independent in the choice of partners in the game.

Role-playing games are also called creative games, since in them creativity is most manifested among preschoolers. As well as independence, creativity in children can be in the choice of ways to solve the set game tasks. But at the initial stage of the role-playing game, creativity in children is manifested in the choice of only objective methods, since they are already well formed, and in a developed role-playing game - not only subject, but also role-playing.

In a role-playing game, children take on roles. For their expressive execution, elements of costumes are needed: skirts, vests, capes, jewelry, hats and more. Costumes do not need to be assigned to a specific role, as is often the case in kindergartens. Children love to combine them, even the white coat that is usually intended for the role of a doctor is sometimes worn by children as a raincoat.

The appearance of role-playing statements is helped by a specially equipped subject-game

environment. Toys-partners are needed, for girls they become dolls, girls talk to them and thus they form role-playing statements addressed to the partner toy. For boys, sometimes there is no such partner, although they can be toy animals, for example, a dog, a monkey, etc.

In order for role-playing statements addressed to an imaginary interlocutor to appear, you can offer a telephone or a telephone booth in which the child retires from other children, and in a calm environment can focus on the conversation, overcome shyness. The phone booth can be used in games and for other purposes, for example, as a rocket, as an elevator, and others.

In the role-playing game, children interact, so they need toys for independent play. Large game material helps to unite the players. These can be large toys, for example, models of cars, a motor ship, etc., as well as large substitute items: environment-forming modules, plywood boxes made like insert cubes, large building material. Using large game material, children replace in the game not one object, but a whole complex of objects, for example, they built a ship, scattered cubes around like boats or ice floes, put triangles, and these are rocks or sharks.

Such an environment creates in children the illusion of the authenticity of the events experienced. The value of large material is that, while playing with it, children move a lot. It has also been established that the more diverse the display of events in games, the more generalized game material is required, which is why, along with toys, small substitute items are also offered.

Game activity includes two layers: the object-symbolic or plot-game layer and the layer of relationships proper, which unfolds along the way and in connection with the implementation of symbolic game activity. It is this feature of the role-playing game that creates the conditions for the development of reflection in children playing, aimed at understanding the scheme of the activity being performed, as well as understanding their own place, their position in relation to both the activity and the persons performing it. At the same time, children who know how to play simultaneously move in the sphere of the specific implementation of the role, episode, and in the sphere of planning not only their own activities, but often the activities of other partners.

Examining the indicators, as in these conditions, a mismatch of activity is possible. It occurs when one of the players for some reason evades the exact execution of the actions specified by the model plot. In these situations, children immediately leave the given role relationships and make comments to each other about the violations committed. This type of relationship was called real, in contrast to the game relationships represented by the plot of the game itself.

It is important to emphasize that this situation is relatively simple from the point of view of the regulation of relationships, since there is a reality that can be appealed to in the event of disagreements: the plot clearly indicates how to act. So, under conditions when a completely predetermined plot is set and played out in advance, children's activity unfolds on two planes: 1) the plane of the given activity - a model (the plot of the game) and 2) the plane of the implementation of actions determined by the plot.

A new formation in internal experience is connected with the fact that the child acquires an idea of a new reality constructed earlier (by someone), containing a certain sequence, which now, when implementing actions, must be followed.

The game action of one of the participants and the response action of the partner make up the game cycle, which is a repeating unit of interaction.

These transitions form a special scheme that must find its expression in the child's inner experience -

otherwise he will never understand what is required of him and of his partners in the game in order for the game to be realized.

Thus, a completely new reality opens up before the child - the reality of reciprocity, mutual coordination of the actions performed. The partner for the first time begins to act in the form of a character with whom you need to correlate your effective actions. Another playing partner opens as an instance, relations with which are also built according to special rules.

Role-playing games, especially games with rules, also stimulate the development of thinking, primarily visual-figurative. Its formation and improvement depends on the development of the child's imagination.

At first, the child acquires the ability to simply mechanically substitute some objects for others in play, giving the substitute objects new functions that are not inherent in them, but determined by the rules of the game.

At the second stage, objects are directly replaced by their images, and there is no need for practical action with them.

The main lines of development of thinking in preschool childhood can be outlined as follows: further improvement of visual-active thinking on the basis of developing imagination; improvement of visual-figurative thinking on the basis of arbitrary and mediated memory; the beginning of the active formation of verbal-logical thinking by using speech as a means of setting and solving intellectual problems.

Mnemonic actions arise and separate in play especially quickly and easily, and in all age groups of preschoolers, starting from the age of three or four.

In children of primary and secondary preschool age, due to the peculiarities of their psychology and insufficient readiness for serious purposeful activities, in particular educational ones, the productivity of memorization in the game is noticeably higher than in other types of activity.

This sometimes creates an erroneous impression of the weakness of the memory of a three or four-year-old child, especially when they try to test his memory directly using the same methods and under the same conditions that are used to study the memory of adult children.

A special role is given in the game to the exact observance of the rules and relations, for example, subordinate ones. Here for the first time leadership appears, children begin to develop organizational skills and abilities.

During the game, the child's speech develops. He talks to his toys, to his playmates. Taking on the role of an adult (doctor, hairdresser, builder), he tries to imitate the speech of an adult, his manner of speaking. He uses words that were not characteristic of him before, but heard by him from adults, parents.

Having studied the relevance of role-playing in preschool age, we can draw the following conclusions:

1. Role play acts as a type of activity that combines communication and objective activities and ensures their joint influence on the development of the child.
2. Forms the business personal qualities of the child, more or less stable moral ideas, the ability to

moral self-regulation, as well as role-playing ways to display the environment.

3. Develops organizational skills, abilities for interpersonal cooperation, development of speech, memory, thinking, imagination. Developing the skill of your own actions.
4. The game acts as a means of meeting the diversified needs of the child and the development of his motivational sphere.
5. The role-playing game also acts as a figurative and conceptual representation of the world, replacing the objects used in the game with conditional ones .

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